

Essential Global Learning Outcomes and the Curriculum

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Assumptions of AAC&U Shared Futures Initiative

- The Curriculum is at the Heart of Global Learning
- Global learning:
 - cannot be achieved at one time and in one place
 - must take into account the developmental stage of students
 - must be built sequentially
 - is a shared faculty responsibility

Essential Learning Outcomes

Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

Essential Learning Outcomes

Intellectual and practical skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Essential Learning Outcomes

Personal and social responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

Essential Learning Outcomes

Integrative Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.



Shared Futures:

Global Learning and Social Responsibility

- Making the Essential Learning Outcomes into the Essential Global Learning Outcomes
- Making Liberal Learning into Global Learning

Assessing Global Outcomes

- Liberal education is BOTH general education and the major
- Essential learning outcomes should bridge that divide as well
- Assessing global outcomes should be built into general education and the majors

Integrative Studies Mission Statement and Goals

MISSION:

The Integrative Studies program aims to prepare Otterbein undergraduates for the challenges and complexity of a 21st century world. It foregrounds interdisciplinary and integrative skills, competencies, and ways of knowing and is committed to the premise that one's learning should serve and shape one's chosen responsibilities in and to the world.

GOAL ONE:

To inspire intellectual curiosity about the world as it is and a deeper understanding of the global condition

Outcomes:

- Students can articulate the historical and contemporary significance of global interconnections and interdependencies in human, natural and physical worlds.
- Students explore and analyze the dynamic relationship of global and local issues or problems.
- Students understand sustainability as an economic, social and environmental practice.
- Students imagine and critically explore likely and alternative global futures.

GOAL TWO:

To assist students in cultivating intercultural knowledge and competencies.

Outcomes:

- Students gain enhanced understanding of the diversity of ideas, beliefs and practices across cultures and throughout historical eras.
- Students gain enhanced understanding of the cultural diversity that shapes local communities.
- Students recognize the interactive and dynamic relationship of global and local communities.

GOAL THREE

To promote active and critical reflection on the human self and its place in the world.

Outcomes:

- Students study the self and the ways in which it is situated in human, natural, and physical worlds.
- Students analyze and reflect on their own sources of identity and values.
- Students explore enduring and contemporary questions about human meaning and purpose.
- Students recognize and engage with that which is other or unfamiliar to them.

GOAL FOUR

To challenge students to critically examine their ethical responsibilities and choices in both local and global contexts.

Outcomes:

- Students affirm the value of an enlarged ethical responsibility to other persons, the natural world, and future generations.
- Students explore and engage their relationship to the global public good as well as the larger goals of human and ecological flourishing.
- Students appreciate sustainability as an economic, social and environmental value.

GOAL FIVE:

To encourage purposeful public engagement and social responsibility.

Outcomes:

- Students demonstrate the intellectual and practical skills necessary for meaningful work and active participation in the local community and the larger world.
- Students investigate multiple and evolving forms of civic identification and belonging, with particular attention to the practice of citizenship in local, national and global contexts.
- Students explore the value of purposeful action in the face of the pressing problems of the 21st century.
- Students come to see themselves as responsible, engaged and informed persons, capable and willing to act in ways that will improve or reshape the world.

Valid Assessment of Learning in Undergraduate Education (VALUE)

This publication includes rubrics for fifteen liberal learning outcomes and provides practical advice on the development and effective use of rubrics to evaluate college student achievement at various levels. The rubrics included in this publication were tested on more than one hundred pilot campuses and include rubrics for outcomes often neglected in other assessment systems. These rubrics were developed by faculty members and academic professionals who articulated what important liberal learning outcomes look like at the beginning, intermediate, and advanced levels of accomplishment.



Assessing our Students Best Work

Relying on Authentic
Artifacts of Learning



VALUE Rubrics

Intellectual and Practical Skills

- Inquiry and analysis
- Critical thinking
- Creative thinking
- Written communication
- Oral communication
- Reading
- Quantitative literacy
- Information literacy
- Teamwork
- Problem solving

Personal and Social Responsibility

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning
- Foundations and skills for lifelong learning

Integrative and Applied Learning

- Integrative and applied learning

Global Rubrics?

- What does a global rubric look like?
- Or, what might a set of global rubrics look like, for the different components of global learning, and for the different curricular context where global learning occurs—general education and different majors
- What are the common elements?
- What are the distinguishing characteristics?

Shared Futures: General Education for a Global Century

- New Project
- Thirty institutions
- Creating and Sharing Rubrics for Global Learning